CALLAN
METHOD

TEACHER'S BOOK 2
LESSONS 25–58

ENGLISH IN A QUARTER
OF THE TIME!

LESSON 55

BEEN • **SCOTLAND**

The Past Participle of the verb "to be" is "been". The complete paradigm of the verb "to be" is "I am - I was - I have been".

WHAT'S THE PAST PARTICIPLE OF THE VERB "TO BE" ?
The Past Participle ... is "been"

WHAT'S THE COMPLETE PARADIGM OF THE VERB "TO BE" ?/
The complete paradigm ... I am, I was, I have been

+ HAVE YOU BEEN TO THE CINEMA THIS WEEK ?
Yes, I've been to the cinema this week... or... No, I haven't been to the cinema this week

– HAVE YOU EVER BEEN TO SCOTLAND ? Yes, I've been to Scotland... or... No, I've never been to Scotland

HAVE YOU BEEN TO SEE THE FILM .... (HAMLET, WAR AND PEACE etc.) ?
Yes, I've been to see the film .... or... No, I haven't been to see the film .....

PUSH **PULL**

Pretend to push the table.

+ WHAT AM I DOING ?/ You're pushing the table

Pretend to pull the table.

+ WHAT AM I DOING ? You're pulling the table

DO YOU HAVE TO PUSH THIS DOOR TO GO OUT OF THE CLASSROOM ? Yes, I have to push that door to go out of the classroom... or... No, I don't have to push that door to go out of the classroom, but I have to pull it

IS THIS TABLE TOO HEAVY FOR YOU TO PULL INTO THE NEXT ROOM ? Yes, that table's too heavy for me to pull into the next room... or... No, that table isn't too heavy for me to pull into the next room

INTEREST **BORE /**

+ WHAT'S THE OPPOSITE OF THE VERB "TO INTEREST" ? The opposite of the verb "to interest" is "to bore"

DOES MATHEMATICS INTEREST YOU ? Yes, mathematics interests me... or... No, mathematics doesn't interest me, but it bores me

– DOES TV EVER BORE YOU ? Yes, TV sometimes bores me... or... No, TV never bores me, but it always interests me

WHAT SUBJECT INTERESTS YOU THE MOST ? ... interests me the most

— WHAT SUBJECT BORES YOU THE MOST ? ... bores me the most

STUDENTS READ LESSON 49 ON PAGE 267

BETWEEN • **AMONG •** **SCIENCE /**

The difference between "between" and "among" is that we generally use "between" for two people or things, whilst we use "among" for more than two people or things./ For example, "Between the two subjects of history and geography, I like history more than geography", whilst "Among all the subjects I study (or studied) at school, I like (or liked) science the most."

+ WHAT'S THE DIFFERENCE BETWEEN "BETWEEN" AND "AMONG" ?/ The difference between "between" and "among" is that we generally use "between" for two people or things, whilst we use "among" for more than two people or things

GIVE ME AN EXAMPLE OF EACH, PLEASE !

— IS THERE ANYBODY SITTING BETWEEN YOU AND ME ? Yes, there's somebody sitting between you and me... or... No, there isn't anybody sitting between you and me

AMONG ALL THE SUBJECTS YOU STUDY (OR STUDIED) AT SCHOOL, WHICH DO (OR DID) YOU THINK IS (OR WAS) THE MOST BORING ?/ Among all the subjects I study at school, I think .... is the most boring

– AMONG ALL THE PLACES YOU'VE EVER BEEN TO, WHICH DO YOU THINK WAS THE UGLIEST ?

Among all the places I've ever been to, I think ... was the ugliest

AMONG ALL THE THINGS ON THE TABLE, ARE ANY YOURS ?/

Among all the things on the table, ... are mine

FUTURE INTENTION • TO BE GOING TO

[redacted] INTENTION

For the Future Intention we use the words "going to". We use the Future Intention when we have the intention of doing something in the future; usually in the near future. For example, "At the moment, I am not taking the pen, but I am going to take the pen." Make a movement as if you are going to take the pen, with your hand poised just above it.

+ WHAT WORDS DO WE USE FOR THE FUTURE INTENTION ?/

We use the words "going to" for the Future Intention

+ WHEN DO WE USE THE FUTURE INTENTION ?

We use the Future Intention when we have the intention of doing something in the future; usually in the near future

– GIVE ME AN EXAMPLE, PLEASE !

I am going to take the book

+ WHAT AM I GOING TO DO ?

You're going to open the

book, stand up, write etc.

Perform several actions.

— WHAT ARE YOU GOING TO DO AFTER THE LESSON ?/
I'm going to go home ... etc. after the lesson

— ARE YOU GOING TO GO TO THE CINEMA THIS EVENING ?
Yes, I'm going to go to the cinema this evening... or... No, I'm not going to go to the cinema this evening

ARE YOU GOING TO WATCH TELEVISION THIS EVENING ?
Yes, I'm going to watch television this evening... or... No, I'm not going to watch television this evening

— ARE YOU GOING TO GO TO BED EARLY TONIGHT ?/
Yes, I'm going to go to bed early tonight... or... No, I'm not going to go to bed early tonight

AT WHAT TIME ARE YOU GOING TO EAT THIS EVENING ?
I'm going to eat at about ... this evening

HOLE **KEYHOLE**

Point to a hole - a button-hole, a keyhole etc. - and ask

WHAT'S THIS? It's a hole

+ WHAT KIND OF HOLE IS THERE GENERALLY IN A

DOOR ?

There's generally a keyhole in a door

HAVE YOU GOT A HOLE IN YOUR POCKET (PULLOVER, SOCKS ETC.) ?

Yes, I've got a hole in my pocket... or... No, I haven't got a hole in my pocket

DICTATION 31

Generally, the wine we buy/ in the shops/ isn't pure but impure./ I never promise/ to do things/ and then not do them./ Adults are seldom/ as impolite as children./ Can I help you ?/ They can express their thoughts/ quite well in English./ The Past Tenses of some irregular verbs/ are as follows:-/ spoke, came, broke,/ wore, wrote, got up,/ stood, shone, took,/ told./ In some countries/ people have to pay a tax/ if they have a dog./ The town was completely destroyed/ during the last war./ I'm sure he isn't guilty/ of the crime.

EXERCISE 31

LESSON 56

AGAINST

WHAT AM I DOING ?

You're pushing against the table

+ WHO DOES THIS TOWN PLAY FOOTBALL AGAINST ?

This town plays football against ...

− IS THE CHAIR AGAINST THE TABLE ?

No, the chair isn't against the table, but it's near the table

Place your chair so that it is touching the table, and ask

— IS THE CHAIR AGAINST THE TABLE NOW ?/ Yes, the chair's against the table now

BEEN • **GONE •**

I AM	**I WAS**	**I HAVE BEEN**
I GO	**I WENT**	**I HAVE GONE**

RETURN

The Past Participle of the verb "to go" is "gone". The complete paradigm of the verb "to go" is - I go, I went, I have gone.

WHAT'S THE PAST PARTICIPLE OF THE VERB "TO GO" ?/ The Past Participle of the verb "to go" is "gone"

WHAT'S THE COMPLETE PARADIGM OF THE VERB "TO GO" ? The complete paradigm of the verb "to go" is - I go, I went, I have gone

We have two sentences:/

1) Mr Brown has been to Scotland, and

2) Mr Brown has gone to Scotland./

The first sentence means that Mr Brown has been to Scotland and has returned, and is perhaps here now,/ whilst the second sentence, "Mr Brown has gone to Scotland" means he's not here now; he's gone to Scotland./

Instead of Scotland the teacher can use a city near the student's own town.

+ WHAT'S THE DIFFERENCE BETWEEN THESE TWO SENTENCES ? -

MR BROWN HAS BEEN TO SCOTLAND
AND
MR BROWN HAS GONE TO SCOTLAND

The difference between those two sentences is that the first sentence means that Mr Brown has been to Scotland and has returned, and is perhaps here now, whilst the second sentence means that he is not here now; (he's gone to Scotland)

We can say "Mr Brown has gone to Scotland", because he is not here now, but we can't say "I have gone to Scotland", because that means I am not here now./

— WHY CAN I SAY "MR BROWN HAS GONE TO SCOTLAND", BUT NOT "I HAVE GONE TO SCOTLAND" ?

Because "I have gone to Scotland" means I am not here now

BIRD **FLY** **PLANE**

DO YOU KEEP ANY BIRDS AT HOME ?/ Yes, I keep some birds at home... or... No, I don't keep any birds at home

WHEN PEOPLE GO ON HOLIDAY, DO THEY GENERALLY PREFER TO FLY OR GO BY TRAIN ?

When people go on holiday they generally prefer to ...

+ CAN A BIRD FLY QUICKER THAN A PLANE ? No, a bird can't fly quicker than a plane, but it flies slower than a plane

STUDENTS READ LESSON 50 ON PAGE 271

Students memorize the following words:

- someone or something controls you

- old men to walk

- like river, small

+ **SHOUT** **SLAVE** **STICK** **LAKE** **BELL**

FAT **THIN /**

The difference between "thick" and "fat" is that we use "thick" for things and "fat" for people and animals.

+ WHAT'S THE DIFFERENCE BETWEEN "THICK" AND "FAT" ? The difference between "thick" and "fat" is that we use "thick" for things and "fat" for people and animals

ARE YOU FATTER THAN YOUR MOTHER ? Yes, I'm fatter than my mother... or... No, I'm not fatter than my mother, but I'm thinner than she is

– WHO'S THE THINNEST PERSON IN YOUR FAMILY ?/ My ... is the thinnest person in my family

DO PEOPLE GENERALLY BECOME THINNER AS THEY BECOME OLDER ?

No, people don't generally become thinner as they become older, but they become fatter

SWAM

WHAT'S THE PAST OF THE VERB "TO SWIM" ?

The Past of the verb "to swim" is "swam"

+ DID YOU SWIM LAST SUMMER ?

Yes, I swam last summer... or... No, I didn't swim last summer

LOST

WHAT IS THE PAST SIMPLE AND THE PAST PARTICIPLE OF THE VERB "TO LOSE" ?/

The Past Simple and the Past Participle of the verb "to lose" is "lost"

+ HAVE YOU EVER LOST YOUR WAY IN A LARGE CITY ?

Yes, I've sometimes lost my way in a large city... or... No, I've never lost my way in a large city

HAVE YOU EVER LOST ANYTHING WORTH A LOT OF MONEY ?

Yes, I've lost something worth a lot of money... or... No, I've never lost anything worth a lot of money

EACH OTHER • **ONE ANOTHER •**

I am looking at you, and you are looking at me. We are looking at each other./ I am looking at you, you are looking at me, I am looking at him, he is looking at me etc. We are looking at one another./

We generally use "each other" for two people or things, and "one another" for more than two people or things./ Although this rule is often not observed, it is a good way of teaching the two terms to the students.

+ WHAT'S THE DIFFERENCE BETWEEN "EACH OTHER" AND "ONE ANOTHER" ?

The difference ... is that we generally use "each other" for two people or things, and "one another" for more than two people or things

GIVE ME AN EXAMPLE, PLEASE !

You and I are speaking to each other. The pupils speak to one another after the lesson

− DO WE LOOK AT EACH OTHER DURING THE LESSON ?

Yes, we look at each other during the lesson

DO WE SHAKE HANDS WITH EACH OTHER AT THE BEGINNING OF THE LESSON ?/

Yes, we shake hands with each other at the beginning of the lesson... or... No, we don't shake hands with each other at the beginning of the lesson

+ DO YOUR COUNTRY AND ENGLAND PLAY FOOTBALL AGAINST EACH OTHER ?

Yes, my country and England play football against each other... or... No, my country and England don't play football against each other

+	DO ITALY, GERMANY, RUSSIA, ENGLAND ETC. PLAY FOOTBALL AGAINST ONE ANOTHER ?	Yes, Italy, Germany, Russia, and England play football against one another
	DID THE COUNTRIES OF EUROPE LOVE ONE ANOTHER IN THE PAST ?/	No, the countries of Europe didn't love one another in the past, but they hated one another
	WHICH LANGUAGE DO THE STUDENTS SPEAK TO ONE ANOTHER IN AFTER THE LESSON ?	The students speak ... to one another after the lesson

TO BE ABLE •

AM ABLE : WAS ABLE : HAVE BEEN ABLE

The Past of "can" is "could",/ but "can" has no Future Tense. Consequently, we must use the verb "to be able" and say "I shall be able"./ The paradigm is 'I am able: I was able: I have been able'./ The teacher includes the pronoun 'I' in the paradigm to give it more sense.

+	WHAT'S THE PAST OF "CAN" ?	The Past of "can" is "could"
+	WHAT'S THE FUTURE OF "CAN" ?	"Can" has no future. Consequently, we must use the verb "to be able" and say "I shall be able"

WHAT'S THE INFINITIVE OF "CAN" ?

"Can" has no Infinitive. Consequently, we use "to be able"

+ WHAT'S THE PARADIGM OF "TO BE ABLE" ?

The paradigm of "to be able" is - am able, was able, have been able

+ WERE YOU ABLE TO SPEAK ENGLISH A FEW YEARS AGO ?/

Yes, I was able to speak English a few years ago... or... No, I wasn't able to speak English a few years ago

ARE YOU ABLE TO REACH THAT BOOK WITHOUT STANDING UP ?

No, I'm not able to reach that book without standing up

WILL YOU BE ABLE TO SPEAK ENGLISH WELL, IF YOU STUDY A LOT ?

Yes, I'll be able to speak English well, if I study a lot

— HAVE YOU BEEN ABLE TO ANSWER ALL THE QUESTIONS I HAVE ASKED YOU WITHOUT TOO MUCH DIFFICULTY ?/

No, I have not been able to answer all the questions you have asked me without too much difficulty, but some I have and some I haven't

FACTORY

DO YOU THINK WORK IN A FACTORY IS PLEASANT ?

Yes, I think some work in a factory is pleasant... or... No, I don't think work in a factory is pleasant

ORDINARY

HOW MUCH DOES A MEAL COST IN AN ORDINARY RESTAURANT IN THE PLACE WHERE YOU LIVE ?/ A meal costs about ... in an ordinary restaurant in the place where I live

PAINT

CAN YOU PAINT ? Yes, I can paint... or... No, I can't paint

STAY

DO YOU STAY IN THE CLASSROOM AFTER THE LESSON ? Yes, I stay in the classroom after the lesson... or... No, I don't stay in the classroom after the lesson

SONG

WHAT KIND OF SONGS DO YOU LIKE ? The kind of songs I like are ...

DICTATION 32

When we're hungry we eat./ Tell me first/ a geographical fact,/ and then/ a historical fact, please./ Drove, saw, sat,/ ate, gave, began,/ drank, slept./ When he becomes a doctor,/ he'll earn a lot of money./ I must reach the shop/ before it closes/ because I want to buy some food./ He feels much stronger today./ Yesterday he was very weak./ Some people/ are quite willing to die/ for what they believe./ Are you sure/ the light is in the middle.?

EXERCISE 32

LESSON 57 - 3 parts of a verb.

PARADIGMS OF A FEW IMPORTANT VERBS •

HAVE	**HAD**	**HAD**
AM ABLE	**WAS ABLE**	**HAVE BEEN ABLE**
BEGIN	**BEGAN**	**BEGUN**
KNOW	**KNEW**	**KNOWN**
SWIM	**SWAM**	**SWUM**
TAKE	**TOOK**	**TAKEN**
SHAKE	**SHOOK**	**SHAKEN**
WRITE	**WROTE**	**WRITTEN**
FORGET	**FORGOT**	**FORGOTTEN**
BREAK	**BROKE**	**BROKEN**
EAT	**ATE**	**EATEN/**

"Able" is not really a verb, but an adjective. It is best, however, not to confuse the students with such information at this point.

HAVE YOU HAD YOUR LUNCH TODAY ? Yes, I've had my lunch today... or... No, I haven't had my lunch today

HAVE YOU ALWAYS BEEN ABLE TO SPEAK ENGLISH AS WELL AS YOU SPEAK IT NOW ? No, I haven't always been able to speak English as well as I speak it now

HAS THE SPRING (SUMMER, AUTUMN OR WINTER) BEGUN ?/

No, the ... hasn't begun

HAVE YOU EVER KNOWN ANYBODY WHO COULD SPEAK MORE THAN FIVE LANGUAGES ?

Yes, I've known somebody who could speak more than five languages... or... No, I've never known ...

WHAT'S THE FARTHEST YOU'VE EVER SWUM ?

The farthest I've ever swum is ...

BY MISTAKE

+ HAVE YOU EVER TAKEN THINGS THAT WEREN'T YOURS BY MISTAKE ?/

Yes, I've sometimes taken things that weren't mine by mistake... or... No, I've never taken things that weren't mine by mistake

HAVE YOU SHAKEN ANYBODY'S HAND TODAY ?

Yes, I've shaken somebody's hand today... or... No, I haven't shaken anybody's hand today

HAVE YOU WRITTEN ANYTHING THIS LESSON ?

Yes, I've written something this lesson... or... No, I haven't written anything this lesson

STUDENTS READ LESSON 51 ON PAGE 277

IF WHETHER • DOUBT

The word "whether" means the same as "if", but we can't always use it instead of "if"./ "Whether" is generally followed by the word "not" and usually expresses a doubt./ Often the word "not" is not said or written, but it is understood./ For example, "I don't know whether it'll rain later" is the same as "I don't know whether it'll rain later or not"./

+ WHAT DOES THE WORD "WHETHER" MEAN ? The word "whether" means the same as "if"... "Whether" is generally followed by the word "not" and usually expresses a doubt ....

Another example of "whether" can be seen in these two sentences:-

If you are coming to my house, write me a letter
and
Whether you are coming to my house or not, write me a letter./

In the first sentence, you must write a letter only if you are coming, whereas, in the second sentence, you must write me a letter if you are coming, or if you are not coming./

+ WHAT'S THE DIFFERENCE BETWEEN THESE TWO SENTENCES ?: - /

IF YOU ARE COMING TO MY HOUSE, WRITE ME A LETTER
AND
WHETHER YOU ARE COMING TO MY HOUSE OR NOT,

WRITE ME A LETTER / In the first sentence, you must write me a letter only if you are coming, whereas, in the second sentence, you must write me a letter if you are coming, or if you are not coming

However, as with most things in English, the best way to learn the use of the word "whether" is by practice.

WHAT'S THE BEST WAY TO LEARN THE USE OF THE WORD "WHETHER" ?
The best way to learn the use of the word "whether" is by practice

DO YOU KNOW IF IT'LL RAIN TOMORROW OR NOT ?
No, I don't know if it'll rain tomorrow or not

+ DO YOU KNOW WHETHER IT'LL RAIN TOMORROW OR NOT ?/
No, I don't know whether it'll rain tomorrow or not

DO YOU KNOW IF YOU'LL GO AWAY FOR YOUR HOLIDAYS NEXT SUMMER ?

— DO YOU KNOW WHETHER YOU'LL GO AWAY FOR YOUR HOLIDAYS NEXT SUMMER ?/

SPEED

AT WHAT SPEED MUST A CAR GO WHEN IN A TOWN ?
A car must go at ... an hour when in town

SURPRISE

DO YOU LIKE UNPLEASANT SURPRISES ? No, I don't like unpleasant surprises

STRUGGLE

IS IT A BIG STRUGGLE FOR YOU TO GET UP ON A COLD WINTER'S MORNING WHEN YOU FEEL VERY TIRED ?/ Yes, it's a big struggle for me to get up on a cold winter's morning when I feel very tired

SURROUND

WHAT SURROUNDS THIS BUILDING ? .... surrounds this building

SWORD

WHEN DID SOLDIERS STOP USING SWORDS IN BATTLE ? Soldiers stopped using swords in battle more than a hundred years ago

DICTATION 33

Last night/ I had a very bad dream./ It is a crime/ to refuse a poor man money./ Their garden is separate from ours./ Left, smelt, learnt,/ sent, knew, hung,/ read, met./ I made eight mistakes last time./ The news on the wireless today/ is very good./ When I feel ill, I go to bed./ When I feel thirsty,/ my favourite drink is water./ The difference between a ship and a boat/ is that a boat is small/ whilst a ship is large./ This bank has a branch/ in every town/ in the country./ Most horses are not wild./ We can go over the river/ by bridge,/ if you like./ I generally have two eggs for breakfast.

EXERCISE 33

LESSON 58

GREAT SPIRITUAL SENSE

The word "great" means large in a physical or a spiritual sense, but we use it more in a spiritual sense.

WHAT DOES THE WORD "GREAT" MEAN ?

The word "great" means large in a physical or a spiritual sense, but we use it more in a spiritual sense

TELL ME THE NAMES OF SOME GREAT MEN IN HISTORY !

The names of some great men in history are Alexander the Great ... etc.

+ WHO DO YOU THINK WAS THE GREATEST MAN THAT EVER LIVED ?/

I think ... was the greatest man that ever lived

WHICH IS THE GREATEST CITY IN FRANCE ?

Paris is the greatest city in France

The word "great" in this last question can mean either physically or spiritually great.

WHAT CAN THE WORD "GREAT" MEAN IN THAT LAST QUESTION ?

The word "great" in that last question can mean either physically or spiritually great

KEPT **PROMISE** **KEEP A PROMISE**

WHAT IS THE PAST SIMPLE AND THE PAST PARTICIPLE OF THE VERB "TO KEEP" ?/ The Past Simple and the Past Participle of the verb "to keep" is "kept"

+ HAVE YOU EVER KEPT ANY ANIMALS AT HOME ? Yes, I've kept some animals at home... or... No, I've never kept any animals at home

HAVE YOU ALWAYS KEPT YOUR PROMISES ? No, I haven't always kept my promises, but sometimes I've broken them... or... Yes, I've ...

FIND - FOUND - FOUND

WHAT'S THE OPPOSITE OF THE VERB "TO LOSE" ? The opposite of the verb "to lose" is "to find"

IF YOU FIND SOMETHING IN THE STREET, WHAT DO YOU DO WITH IT ?/ If I find something in the street, I ...

+ DO YOU FIND LIFE A LITTLE BORING SOMETIMES ?

WHAT'S THE PAST OF "FIND" ? The Past of "find" is "found"

ELSE •

WHAT ELSE DO PEOPLE DO IN THE EVENING BESIDES WATCHING TV ? People eat, read, go for walks etc. in the evening besides watching TV

+ DO YOU STUDY ANYTHING ELSE BESIDES ENGLISH ?/

WHAT ELSE DO YOU STUDY ?

STUDENTS READ LESSON 52 ON PAGE 282

Students memorize the following words:

+ **STORM** **BELT** **BLIND** **CHAIN** **DEVIL**

FAST **EXCEPT 950**

"Fast" means the same as "quick", except that we do not add "ly" to it as an adverb. We say "he writes fast", and not "he writes fastly".

WHAT DOES THE WORD "FAST" MEAN ? The word "fast" means the same as "quick" or "quickly"

ARE YOU A FAST WRITER ? Yes, I'm a fast writer... or... No, I'm not a fast writer

+ DO YOU WALK FAST WHEN THE WEATHER IS VERY

HOT ?/ No, I don't walk fast when the weather is very hot, but I walk slowly

JUST • **DONE •**

+ WHAT'S THE PARADIGM OF THE VERB "TO DO" ? The paradigm of the verb "to do" is "do - did - done"

WHAT DOES THE WORD "JUST" MEAN ? The word "just" means .....

Perform an action, then ask

+ WHAT HAVE I JUST DONE ? You've just closed your book

HAVE YOU JUST COME INTO THE ROOM ?/ Yes, I've just come into the room... or... No, I haven't just come into the room

CONDITIONAL •

I	**SHOULD**	EARN	WE	**SHOULD**	EARN
YOU	**WOULD**	EARN	YOU	**WOULD**	EARN
HE SHE IT	**WOULD**	EARN	THEY	**WOULD**	EARN

We form the Conditional Tense in the same way as the Future, except that instead of using "shall" and "will", we use "should" and "would". For example, the Conditional of the verb "to go"

Thames./ The construction of this sentence is If + Present + Future.

SUBJUNCTIVE •

SUPPOSITION   POLICE STATION   LETTER 959 /

IF + PAST (subjunctive) + CONDITIONAL = SUPPOSITION

IF I WENT TO LONDON, I WOULD SEE THE THAMES

This sentence expresses a supposition./ It does not mean that I have the intention of going to London, it only means "IF .... ."

The construction of this sentence is If + Past (or Subjunctive) + Conditional./

As elsewhere explained, the policy adopted throughout the Method is to keep everything as simple as possible for the student. Such things as points of grammar have to be explained within a very limited vocabulary, and the student must not be overloaded with anything ambiguous. It confuses and depresses him: he has enough difficulty learning the basics of the language without being weighed down with its finer points. If he were learning the grammar of his own language, it would be a different matter. For example, it could be argued that the Subjunctive expresses a hypothesis rather than a supposition, but any discussion of such a point would only confuse the student. Such matters can be discussed and argued about among the teachers, but should not be allowed to make the students' task more difficult than it is.

Point to the Chart, and ask

+ WHAT'S THE DIFFERENCE BETWEEN THESE TWO SENTENCES ? -

"IF I GO TO LONDON, I WILL SEE THE THAMES",

AND

"IF I WENT TO LONDON, I WOULD SEE THE THAMES"/ The first sentence expresses a probability ... The second sentence expresses a supposition ...

In English, we have no separate tense for the Subjunctive (except for the verb "to be"),/ and so we use the Past Simple Tense instead, and say "If I went, If I took, If I met etc.".

+ WHAT IS THE SUBJUNCTIVE TENSE IN ENGLISH ? In English we have no separate Subjunctive Tense (except for the verb "to be"), and so we use the Past Simple Tense instead, and say "If I went, If I ..."

+ IF YOU WALK IN THE RAIN, WILL YOU CARRY AN UMBRELLA ?/ Yes, if I walk in the rain, I'll carry an umbrella

+ WHAT DOES THAT SENTENCE MEAN ? That sentence means that perhaps I have the intention of walking in the rain, and, if I do, I shall carry an umbrella

+ IF YOU WALKED IN THE RAIN, WOULD YOU CARRY AN UMBRELLA ? Yes, if I walked in the rain, I would carry an umbrella

+ WHAT DOES THAT SENTENCE MEAN ? That sentence means that I do not have the intention of walking in the rain. It is only a supposition

IF YOU GO TO BED EARLY TONIGHT, WILL YOU FEEL TIRED TOMORROW MORNING ?/ No, if I go to bed early tonight, I shan't feel tired tomorrow morning

+ IF YOU WENT TO BED EARLY TONIGHT, WOULD YOU FEEL TIRED TOMORROW MORNING ? No, if I went to bed early tonight, I wouldn't feel tired tomorrow morning

TRANSLATE THIS SENTENCE, PLEASE:- IF YOU COME HERE NEXT SUNDAY, WILL YOU FIND THE SCHOOL CLOSED ?/

NOW TRANSLATE THIS SENTENCE, PLEASE:- IF YOU CAME HERE NEXT SUNDAY, WOULD YOU FIND THE SCHOOL CLOSED ?

RIGHT. NOW, WHAT'S THE DIFFERENCE BETWEEN THOSE TWO SENTENCES ?/ The first sentence means that perhaps I have the intention of coming to the school next Sunday, whilst the second sentence expresses only a supposition

+ IF YOU SWAM IN THE SEA IN THE MIDDLE OF WINTER, WOULD YOU FIND THE WATER WARM ? No, if I swam in the sea in the middle of winter, I wouldn't find the water warm, but I'd find it cold

+ IF YOU FOUND ANYTHING IN THE STREET/ WORTH A LOT OF MONEY,/ WOULD YOU KEEP IT OR WOULD YOU TAKE IT TO THE POLICE STATION ?/ If I found anything in the street worth a lot of money, I would ...

+ IF YOU SENT A LETTER TO A FRIEND AND FORGOT TO PUT THE ADDRESS ON IT, WOULD IT ARRIVE ? No, if I sent a letter to a friend and forgot to put the address on it, it wouldn't arrive

+ IF YOU READ A GOOD BOOK, WOULD YOU BE BORED? No, if I read a good book, I wouldn't be bored, but I'd be interested

GRAMMAR QUESTIONS

The following questions act as a quick revision of all the grammar in this book. The teacher can ask the questions exactly as he does the other questions in the book; that is, quickly twice, and without waiting for an answer before dragging the answer out of the student.

Because it is solely grammar that is being revised, if it is clear that the student does not know the answer, the teacher should pass the question on to another student.

If the teacher finds the students a little depressed about the grammar, because they are still puzzled by it and unable to master it, he should tell them not to worry unduly, as it is still possible to learn the language without understanding the grammar. They learnt their own language without knowing what a subjunctive was.

So many students give up learning a language because they are frightened away by grammatical terminology. The mere mention of Present Perfects and Adverbs of Time makes the whole thing sound too technical to them. They often do not understand such terms in their own language. Grammar in the Callan Method is intended as an aid to understanding the language: it must not be allowed to be a hindrance. It is just meant to give an idea of how the language is put together.

1) WHEN DO WE USE "AN" BEFORE A WORD, AND WHEN DO WE USE "A" ? - AND GIVE ME AN EXAMPLE OF EACH, PLEASE !

We use "an" before a word beginning with a vowel, and "a" before a word beginning with a consonant. For example, a book: an ash-tray

2) WHEN DOES THE PRONUNCIATION OF THE WORD "THE" CHANGE ? - AND GIVE ME AN EXAMPLE

The pronunciation of the word "the" changes before a word beginning with a vowel. For example, the book: the ash-tray

3) WHAT'S THE DIFFERENCE BETWEEN "ANY" AND "SOME" ? - AND GIVE ME AN EXAMPLE OF EACH

The difference ... is that we use "any" in interrogative and negative sentences, and "some" in positive sentences. For example, "Are there any books on the table? - Yes, there are some books on the table. And are there any books on the floor? - No, there aren't any books on the floor

4) WHAT'S THE DIFFERENCE BETWEEN THE PRESENT PROGRESSIVE AND THE PRESENT SIMPLE ? - AND GIVE ME AN EXAMPLE OF EACH

The difference between ... is that we use the Present Progressive for an action we are doing now, for example, "I'm speaking English now", whilst the Present Simple we use for an action we do generally, for example, "I generally speak [French]"

5) WHERE DOES THE PREPOSITION GENERALLY COME IN AN ENGLISH SENTENCE WITH AN INTERROGATIVE PRONOUN ? - AND GIVE ME AN EXAMPLE

The preposition generally comes last in an English sentence with an interrogative pronoun. For example, "Who are you speaking to ?"

6) WHAT'S THE DIFFERENCE BETWEEN "INTO" AND "IN" ? - AND GIVE ME AN EXAMPLE OF EACH

The difference ... is that we use "into" for a thing that moves from one place to another, and "in" for a thing that remains in one place. For example, "I'm putting my hand into my pocket. My hand is in my pocket"

7) WITH THE VERB "TO HAVE", WHAT DOES THE WORD "GOT" MEAN, AND WHY DO WE USE IT ?

With the verb "to have", the word "got" means nothing, but we use it for rhythm

8) WHAT'S THE DIFFERENCE BETWEEN A POSSESSIVE ADJECTIVE AND A POSSESSIVE PRONOUN ? - AND GIVE ME AN EXAMPLE OF EACH

The difference ... is that a Possessive Adjective we put in front of a noun, whilst a Possessive Pronoun we put after it, or use without a noun. For example, "This is my book. This book is mine"

9) GIVE ME ALL THE POSSESSIVE ADJECTIVES, PLEASE !

The Possessive Adjectives are "my, your, his, her, its, our, your, their"

10) GIVE ME ALL THE POSSESSIVE PRONOUNS

The Possessive Pronouns are "mine, yours, his, hers, its, ours, yours, theirs"

11) WHAT'S THE DIFFERENCE BETWEEN "MANY" AND "FEW" AND "MUCH" AND "LITTLE" ? - AND GIVE ME AN EXAMPLE OF EACH

The difference ... is that we use "many" and "few" for things we can count, whilst "much" and "little" we use for things we can't count. For example, "many books, much water, few pens, little wine"

12) WHY DO WE SAY "CHEAPER THAN" BUT NOT "EXPENSIVER THAN" ?

We say ... because the adjective "cheap" has only one syllable, whilst the adjective "expensive" has three syllables

13) WHAT'S THE DIFFERENCE BETWEEN "TO LOOK AT" AND "TO WATCH" ?

The difference ... is that we use "to look at" for something that is still, whilst we use "to watch" for something that is moving

14) WHAT'S THE PAST TENSE OF "I AM" ?

The Past Tense of "I am" is "I was"

15) WHAT'S THE DIFFERENCE BETWEEN "EVER" AND "NEVER" ?

The difference ... is that "ever" is positive and is generally used in interrogative sentences, whilst "never" is negative

16) WHAT'S THE DIFFERENCE BETWEEN "QUICK" AND "QUICKLY" ? - AND GIVE ME AN EXAMPLE OF EACH

The difference ...

is that "quick" is an adjective, whilst "quickly" is an adverb. For example, "He is a quick writer. He writes quickly"

17) WHAT'S THE DIFFERENCE BETWEEN "OVER" AND "ON" ? - AND GIVE ME AN EXAMPLE OF EACH

The difference is that we say "over" when there is no contact between the two objects, or when one object covers the other completely; whilst we use "on" when there is contact, or when one object doesn't cover the other completely. For example, "My right hand is *over* the pen, whilst my left hand is *on* the table"

18) HOW DO WE FORM THE PAST TENSE OF REGULAR VERBS ? - AND GIVE ME AN EXAMPLE

We form ... by putting the letters "ed" at the end. For example, "walk - walked"

19) WHAT'S THE DIFFERENCE BETWEEN "BRING" AND "TAKE" ? - AND GIVE ME AN EXAMPLE OF EACH

The difference ... is that we use "bring" when we carry something to somebody who is speaking, and "take" when we carry something from somebody who is speaking. For example, "Bring me your book, please. Now, take your book to him, please"

20) WHAT ARE THE TWO MEANINGS OF THE WORD "QUITE", AND HOW DO WE KNOW THE DIFFERENCE ?

The two meanings of ... are "completely" and "nearly completely", and we know the difference by the accent. A heavy accent means "completely" whilst a light accent means "nearly completely"

21) WHAT ARE THE ELEVEN MEANINGS OF THE VERB "TO GET" ? The eleven ... are "become, earn, reach, arrive, buy, receive, bring, obtain, take, persuade" and "have"

22) GRAMMATICALLY, WE SAY "I SHALL, YOU WILL" ETC., BUT WHAT DO PEOPLE GENERALLY PREFER TO USE FOR ALL PERSONS ? People generally prefer to use "will" for all persons

23) WHEN DO WE USE CONTRACTIONS IN ENGLISH, AND WHEN DO WE NOT ? We use ... when they sound pleasant to the ear and are easy to pronounce, and we don't use them when they are unpleasant to the ear and difficult to pronounce

24) GIVE ME AN EXAMPLE OF HOW PRONUNCIATION CAN CHANGE WHEN WE SPEAK QUICKLY FROM WHEN WE SPEAK SLOWLY "Monday, Tuesday, Wednesday" become "Mondee, Tuesdee, Wednesdee" ... "can" becomes "cun"

25) WHAT ARE THE THREE WAYS OF ASKING A QUESTION WITH THE VERB "TO HAVE" ? The three ... "Have you a pen ? Have you got a pen ?" and "Do you have a pen ?"

26) CAN WE ALWAYS USE THESE THREE FORMS ? No, we can't ...

27) WHAT CONSTRUCTION FOLLOWS A WORD LIKE

"SUCCEED" ?

The construction that follows a word like "succeed" is the word "in" and a gerund

28) WHAT'S THE DIFFERENCE BETWEEN THE PAST SIMPLE AND THE PRESENT PERFECT ? - AND GIVE ME AN EXAMPLE OF EACH

The difference between ... is that we use the Past Simple when the action is finished and the time is finished, whilst we use the Present Perfect when the action is finished but the time is not finished. For example, "I spoke English yesterday" and "I have spoken English today"

29) WHY DO WE NOT USUALLY SAY "LITTLER" AND "LITTLEST" ?

We don't usually say ... because they're too difficult to pronounce. Instead we usually use"smaller" and "smallest" as they are easier to pronounce

30) WHAT ARE THE THREE PARTS OF AN ENGLISH VERB; WHAT DO WE CALL THESE THREE PARTS ? - AND GIVE ME AN EXAMPLE

The three parts of ... are the Present, the Past, and the Past Participle. They are called a paradigm. For example, "see - saw - seen"

31) WHAT ARE THE FOUR KINDS OF PARADIGMS ? - AND GIVE ME AN EXAMPLE OF EACH

The four ... are 1) Those that have all three parts different. For example, "see - saw - seen" 2) Those that have only two parts different. For example, "sit - sat - sat" 3) Those that have all their parts the same. For example, "cut - cut - cut", and 4) The regular verbs that add the letters "ed" to form their Past and Past Participles. For example, "arrive - arrived - arrived"

32) WHAT DO THE WORDS "ONE, YOU, WE" AND "THEY" SOMETIMES MEAN ?

The words ... mean people in general

33) WHICH IS GENERALLY USED MOST "ONE, YOU" OR "WE" ?

"You" is generally used most

34) WHAT ARE THE THREE KINDS OF SENTENCES IN WHICH WE CAN USE THE PRESENT PERFECT ? - AND GIVE ME AN EXAMPLE OF EACH

The three kinds ... are 1) Where the action is finished, but the time is not finished. For example, "I have seen him today" 2) Where the time is indefinite. For example, "I have never seen him". And 3) Where we don't say the time. For example, "I have seen him"

35) WHAT'S THE DIFFERENCE BETWEEN "BETWEEN" AND "AMONG" ?

The difference between ... is that we use "between" for two people or things, and "among" for more than two people or things

36) WHAT WORDS DO WE USE FOR THE FUTURE INTENTION ? - WHEN DO WE USE IT ? - AND GIVE ME AN EXAMPLE

We use the words "going to" for the Future Intention. We use it when we have the intention of doing something in the future - usually in the near future. For example, "I am going to open the book"

37) WHAT ARE THE PARADIGMS OF THE VERBS "TO BE" AND "TO GO"? The paradigms of ... are "I am, I was, I have been" and "I go, I went, I have gone"

38) WHAT'S THE DIFFERENCE BETWEEN "MR BROWN HAS BEEN TO SCOTLAND" AND "MR BROWN HAS GONE TO SCOTLAND"? The difference between ... is that the first sentence means that Mr Brown has been to Scotland and has returned and is perhaps here now, whilst the second sentence means that Mr Brown is not here now, but has gone to Scotland

39) WHAT'S THE DIFFERENCE BETWEEN "EACH OTHER" AND "ONE ANOTHER"? The difference between ... is that we generally use " each other" for two people or things and "one another" for more than two people or things

40) WHAT ARE THE PAST, FUTURE AND INFINITIVE OF "CAN"? The Past of "can" is "could" or "was able"; it has no Future or Infinitive, so we use "will be able" for the Future, and "to be able" for the Infinitive

41) WHAT'S THE DIFFERENCE BETWEEN "WHETHER" AND "IF"? The difference between ... is that "whether" is generally followed by the word "not" and usually expresses a doubt

42) WHAT'S THE CONDITIONAL OF THE VERB "TO HOLD"? The Conditional of ... "should hold"

43) WHAT'S THE CONSTRUCTION OF AN OPEN CONDITIONAL SENTENCE ? - WHAT DOES IT EXPRESS ? - AND GIVE ME AN EXAMPLE

The construction of an Open Conditional sentence is If + Present + Future. It expresses a probability. For example, "If I go to London, I shall see the Thames"

44) WHAT'S THE CONSTRUCTION OF A SUBJUNCTIVE SENTENCE ? - WHAT DOES IT EXPRESS ? - AND GIVE ME AN EXAMPLE

The construction of a Subjunctive sentence is If + Past + Conditional. It expresses a supposition. For example, "If I went to London, I would see the Thames"

PARADIGMS OF IRREGULAR VERBS

The following are the paradigms of all the irregular verbs used in this book. The students should read them through as part of the last lesson. All the other verbs used in the book are regular and just add the letters "ed" to form their past.

SEE - SAW - SEEN

am - was - have been

am able - was able - have been able

become - became - become

begin - began - begun

break - broke - broken

can - could - have been able

come - came - come

mistake - mistook - mistaken

see - saw - seen

shake - shook - shaken

show - showed - shown

speak - spoke - spoken

take - took - taken

wear - wore - worn

do - did - done
drink - drank - drunk
eat - ate - eaten
fly - flew - flown
forget - forgot - forgotten
give - gave - given
go - went - gone
know - knew - known

SIT - SAT - SAT

bend - bent - bent
bring - brought - brought
build - built - built
buy - bought - bought
dream - dreamt - dreamt
earn - earnt - earnt
feel - felt - felt
find - found - found
get - got - got
hang - hung - hung
have - had - had
hold - held - held
keep - kept - kept
learn - learnt - learnt
leave - left - left
mean - meant - meant
meet - met - met
say - said - said
sell - sold - sold
send - sent - sent
shine - shone - shone
sit - sat - sat
sleep - slept - slept
smell - smelt - smelt
stand - stood - stood
teach - taught - taught
tell - told - told
think - thought - thought

CUT - CUT - CUT

cost - cost - cost

cut - cut - cut

put - put - put

LIST OF TENSES

The following is a list of all the tenses used in this book. The students should read them as part of the last lesson.

IMPERATIVE

Take! Don't take!

PRESENT PROGRESSIVE

I am taking - I am not taking. Am I taking ? Am I not taking ?

PRESENT SIMPLE

I take - I do not take. Do I take ? Do I not take ?

INFINITIVE

To take - I want to take.

PAST SIMPLE

I took - I did not take. Did I take ? Did I not take ?

FUTURE

I shall take - I shall not take. Shall I take ? Shall I not take ?

PRESENT PERFECT

I have taken - I have not taken. Have I taken ? Have I not taken ?

FUTURE INTENTION

I am going to take - I am not going to take. Am I going to take ? Am I not going to take ?

CONDITIONAL

I should take - I should not take. Should I take ? Should I not take ?

SUBJUNCTIVE

If I took - If I did not take.

AT THIS POINT DO A COMPLETE REVISION OF STAGES 1, 2, 3, AND 4.

STAGE 4 EXAM

Yes - No quiz

No - 1) Was there a ball in one of the corners of this room last lesson?

No - 2) Do most people prefer to die young?

No - 3) Are boys generally physically stronger than men?

Yes - 4) Are you quite sure you've got two feet?

Yes - 5) Do some students make a lot of mistakes in their dictations?

No - 6) Do you eat when you feel thirsty?

No - 7) Do you bring any animals with you to school?

No - 8) Is it generally easy to get people to give their money away?

No - 9) Is your pen worth as much now as when you bought it?

Yes - 10) Will it rain next year?

No - 11) Shall we be here in three hundred years' time?

Yes - 12) Do doctors generally suggest that people stop smoking if they want to live a healthy life?

Yes - 13) Do most people feel tired if they work a lot?

No - 14) Could you live until you were two hundred years old if you wanted to?

Yes - 15) Will there be anybody in this room in two minutes' time?

Yes - 16) Are cities noisier places to live in than villages?

Yes - 17) Are most people sorry when they must work very hard?

No - 18) Could you walk quickly when you were a baby of three months old?

Yes - 19) Will the light be hanging from the ceiling next lesson?

Yes - 20) Has a pen any use?

[✓ Yes] - 21) Do people sometimes succeed in getting what they want if they try hard enough?

Yes - 22) Will you have to wait for the lesson to begin, if you arrive too early at the school?

No - 23) Are you a complete beginner in English?

No - 24) Is it right to say " I have spoken to him yesterday"?

Yes - 25) If people eat too much, do they sometimes become ill?

Yes - 26) Is a piece of paper thinner than a pen?

Yes - 27) Is the room bigger than the table?

Yes - 28) Do you agree that it's bad for the health to keep eating after our stomachs are quite full?

Yes - 29) Does one want to eat when one is hungry?

Yes - 30) Have you ever been to the cinema?

Yes - 31) Are you going to try and answer the next question?

No - 32) Is it right to say "I have gone to Scotland this week"?

No - 33) Can you fly like a bird?

Yes - 34) Do we use the word "thin" for people and things?

Yes - 35) Do the countries of the world play football against one another?

No - 36) Have you been able to speak English all your life?

No - 37) Do you know whether it'll rain tomorrow or not?

No - 38) If you went to bed early tonight, would you feel tired tomorrow morning?

No - 39) If you swam in the sea in the North of Europe in the middle of winter, would you find the water warm?

No - 40) If you sent a letter to a friend and forgot to put the address on it, would it arrive?

Vocabulary Test

1) Then
2) Help
3) Away
4) Turn
5) Earn
6) Death
7) Life
8) Again
9) To be pleased
10) To be sorry
11) Perhaps
12) Sound
13) Had
14) Fail
15) Hope
16) Believe
17) Age
18) Sat
19) Average
20) Seen
21) Hard
22) To be angry
23) Pull
24) Push
25) Bore
26) Among

27) Hole
28) Therefore
29) Swam
30) Lost
31) Each other
32) Known
33) Taken
34) Kept
35) Find
36) Great
37) Else
38) Fast
39) Done
40) Just

Dictation

I thought she was ill,/ so I went to see her,/ but, when I reached her house,/ I received the news/ that she was well again./ The fact is/ that they ate/ and drank a lot./ This is the worst ball game./ I've ever played,/ but yesterday's was the best./ Last night was very warm/ and the moon was full,/ so I got up early,/ washed and dressed/ and walked in the heavy rain/ to the next town,/ where my friend's daughter lives./ Last summer was hot,/ so I went to live by the sea./ I lifted it up at once.

THE MOST IMPORTANT POINTS TO BE BORNE IN MIND WHEN GIVING THE LESSON

The following is a collection of the most important points of teaching by the Callan Method. The teacher, especially when new to the job, should refer to them every now and again to jog his memory. They should also be hung on the walls of the school.

1) Ask every question twice, even if the student understands the first time.

2) Ask each question at top speed the whole time and with every class.

3) Automatically, and without pause, tag on to each question the first two or three words of the answer. For example, "Is the table behind me is the table behind me no the table..."

4) Do not wait a second for the student to reply; start dragging the answer out of him.

5) Answer every word (or every other word) with the student the whole time, even though he might not need your help. Answer with him, but not for him.

6) Push and pull the answer out of the student the whole time by just following him or by preceding him. If he is answering correctly, say the words immediately after him. The moment he hesitates, jump in in front of him with the next two or three words, and get him to repeat them after you.

7) Speak the whole time; 60 seconds of every minute. This is to keep the students' attention on you the whole time. Do this even when giving a Reading or Dictation.

8) Correct every error in the student's pronunciation nearly all the time. Do this by imitation. For example, - No, no not "theese ees" but "this is", repeat, "this is".

9) Read with the student the whole time, even if he does not need your help. Exactly as in question-answer work, pronounce every word with him by preceding or following him as he speaks. Your voice holds the attention of the rest of the students.

10) Dictate without a pause by repeating every three or four words of the dictation three or four times as the students write.

11) Revise, revise and revise until the students can understand you the whole time when you speak to them at your maximum speed. The moment you see the whole class, or some of the class, beginning to slow down and find difficulty in understanding, increase the number of revisions. If this is not enough, go back and do a complete revision from Page One, Book One.

12) Under no circumstances whatsoever chat with the students during the lesson. Keep rigidly word for word to the questions and answers in the book. Do not discuss anything that may arise from the questions.

13) Stand one metre from the teacher's desk when doing the question-answer work, and move around in an animated fashion the whole time.

14) Move the lesson at a minimum speed of 210 words a minute. This means that there should be at least 210 words being spoken per minute in the air of the classroom by a combination of teacher and students. Tape yourself and do a "word-count".

15) Speak clearly, forcefully and dynamically.

16) Hold a pen or a pencil in your hand while asking questions. Use it to point to the student you wish to answer the question. If you do not do this, students can become confused as to which of them you mean. Pointing the finger is less polite, whilst using names slows down the lesson.

17) Start each lesson punctually. If you are working at a private school, do not rob the student-customers of their money. For example, if a student pays 10p a minute for his lesson and the teacher is five minutes late, it is as though the student has bought him a coffee. The student does not like that. A private school loses more customers through lateness than through any other single cause. To understand this, the teacher need only ask himself how he would feel if he were the customer.

18) Get the students to ask one another questions the moment you enter the classroom. Do not waste time chatting. Leave that till after the lesson: business before pleasure. Also, get the students to ask one another questions at the end of the lesson. Asking questions is the only chance they have of practising the interrogative.

19) Do not waste time explaining the meaning of words - translate them.

20) Always use contractions : I'm, you're, door'll etc.

21) Dress smartly, i.e. tie, no jeans or track-shoes etc. Look like a teacher. The students will respect you more, and, if you are working at a private school, you will earn more. Remember they have to look at you for fifty minutes. Give them something pleasant to look at. Like an actor, you are on stage. That is why actors are very particular about their appearance.

22) It is difficult for the students to judge the Method or the quality of teaching at a private school, but they can all judge efficiency, punctuality, pleasantness and a smart appearance. This is how we all judge a hotel, a restaurant or any kind of service we are paying for.

23) Teach each class in exactly the same way. The only difference between one class and another is that one might need a greater number of revisions than the other.

24) Teach each book of the Method in exactly the same way. The principles of the Method remain constant throughout: speed, revision, keeping the lesson moving without a moment's silence, talking the whole time etc. - even when going through the Cambridge past examination papers.

25) Teach in exactly the same way as all the other teachers, so that the students do not start comparing one teacher with another and demanding their favourite.

26) Open windows and doors at the end of each lesson for a change of air.

27) Stand three feet (one metre) from the teacher's desk when asking questions, and move around in an animated fashion the whole time.

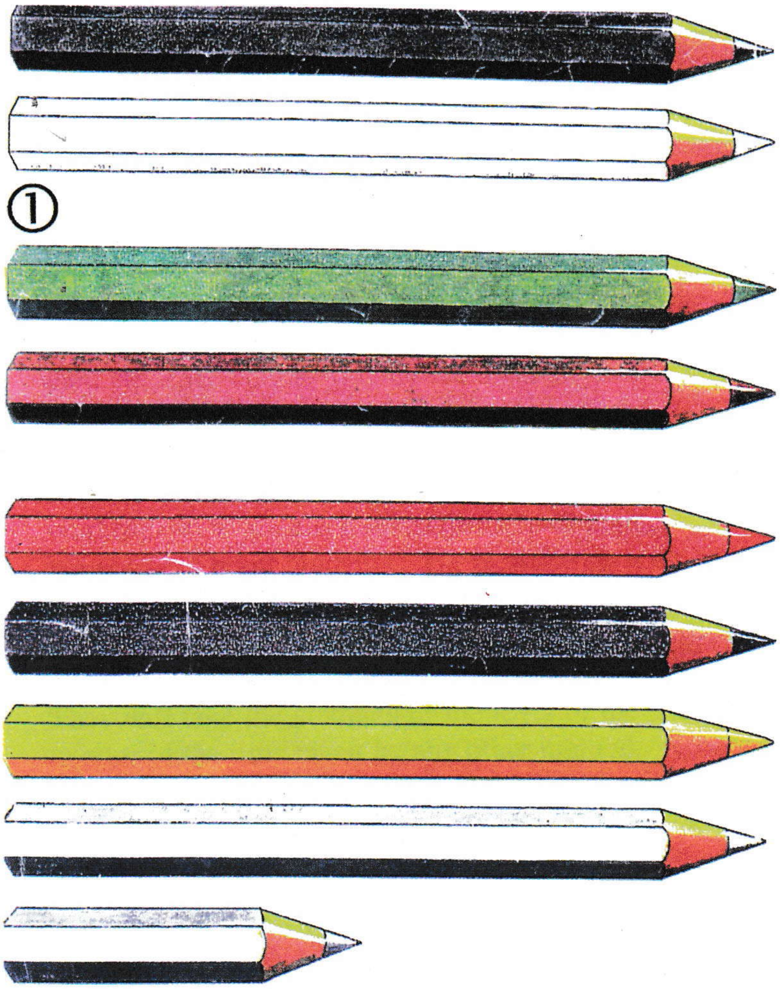
28) Tell the students to copy the words from their vocabulary booklets into their students' books. It will take them an hour or so, but will save you and them a lot of time and confusion in the long run.

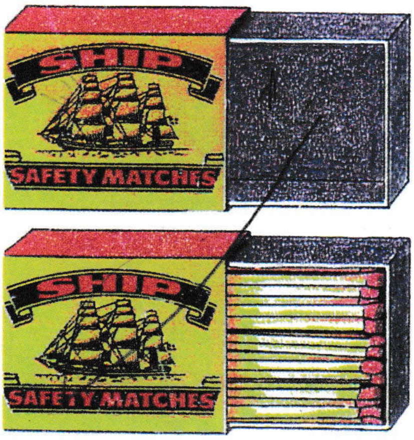
29) The teacher at a private school must remember that he (or she) is not working at a state-school with school-children, or at university with government grant students. He is working with adult, paying customers who expect, and are entitled to, a first-class service.

30) If you cannot see the importance of any of these points, accept them. They will take the students to the level of the Cambridge Certificates in a quarter of the time taken by any other method. Accept the Method as it is; with any defects you think it might have: it works.

DEMONSTRATION CHARTS

The following are copies of the teacher's Demonstration Charts which the teacher can use in an emergency; for example, if he has forgotten to take his Demonstration Charts with him when giving the lessons outside the school.

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SHIP
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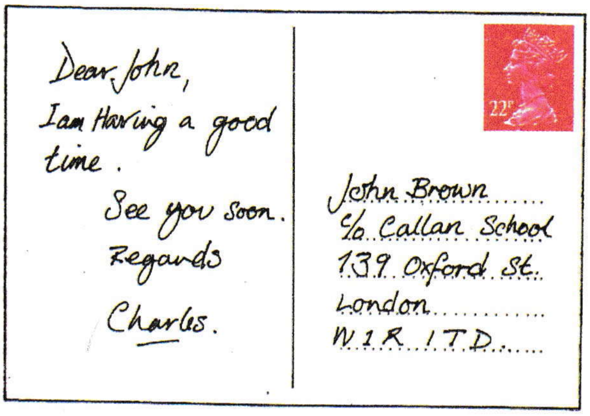
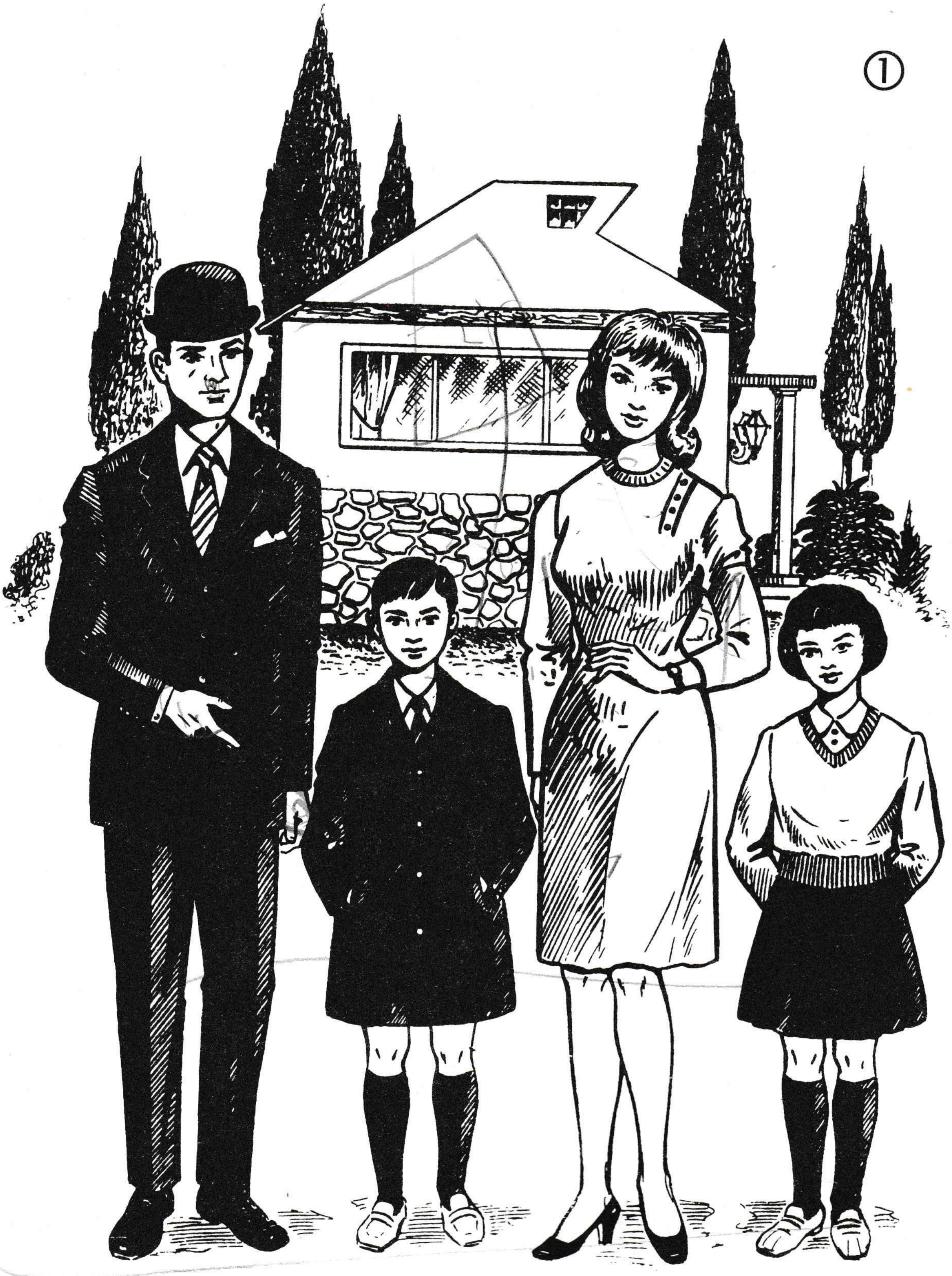


Dear John,
I am Having a good time.
See you soon.
Regards
Charles.

John Brown
c/o Callan School
139 Oxford St.
London
W1R 1TD

①



1	2	3	4	5	6
A	B	C	D	E	F
②					
14	15	16	17	18	19
N	O	P	Q	R	S

VERBS ARE WORDS WE

WHAT DOES THE
WORD "DO" MEAN?

2 + 2 = 4 RIGHT | A
2 + 2 = 5 WRONG | THE

7	8	9	10	11	12	13
G	H	I	J	K	L	M

②

20	21	22	23	24	25	26
T	U	V	W	X	Y	Z

USE FOR ACTIONS ? . , ;

AS AN AUXILIARY VERB
IT MEANS NOTHING

BOOK AN ASH-TRAY
BOOK THE ASH-TRAY

30 ③

40

50

60

70

80

90

100

1.000

1.000.000

13

14

15

16

17

18

19

313

1,815

1,950,630

$2 + 2 = 4$

$\underline{1\ \times}\ 5 = 5$

$\underline{2\ \times}\ 5 = 10$

$\underline{3}\ \underline{\times}\ 5 = 15$

$\underline{4}\ \underline{\times}\ 5 = 20$

③

$$\begin{array}{r}13\\30\\\hline 43\end{array}$$

$$\begin{array}{r}15\\50\\\hline 65\end{array}$$

ANY ? ④

NON - SPECIFIC

HOW MANY?

SPECIFIC

ANYBODY ?

NON - SPECIFIC

WHO ?

SPECIFIC

ANYTHING ?

NON - SPECIFIC

WHAT ?

SPECIFIC

YES, SOME ④

NO, NOT ANY

THIRTEEN

NONE

YES, SOMEBODY

NO, NOT ANYBODY

MR. LOW

NOBODY

YES, SOMETHING

NO, NOT ANYTHING

A LIGHT

NOTHING

PRESENT PROGRESSIVE

⑤

I AM SPEAKING

NOW

ARE YOU SPEAKING ?

YES, I AM SPEAKING

NO, I AM NOT SPEAKING

PRESENT SIMPLE

I SPEAK

GENERALLY

DO YOU SPEAK?

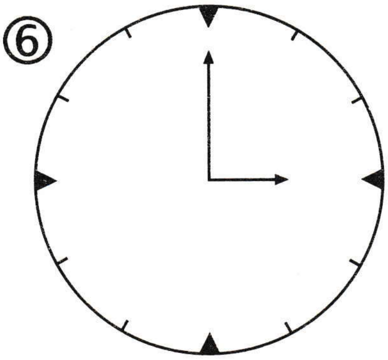
YES, I SPEAK

NO, I DO NOT SPEAK

I	SPEAK	DO	DON'T
YOU	SPEAK	DO	DON'T
HE, SHE, IT	SPEAKS	DOES	DOESN'T
WE	SPEAK	DO	DON'T
YOU	SPEAK	DO	DON'T
THEY	SPEAK	DO	DON'T

⑥

3 o'clock



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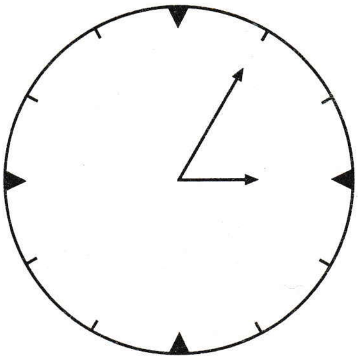

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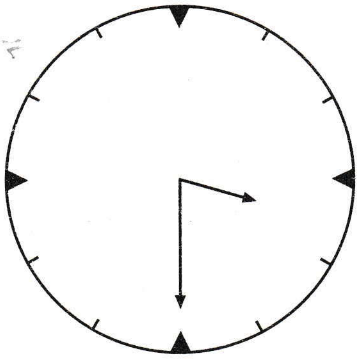

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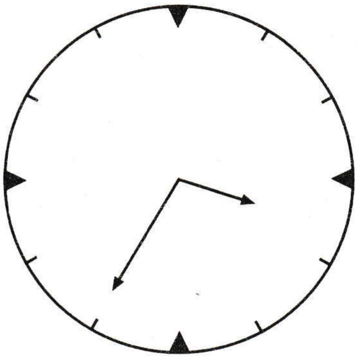

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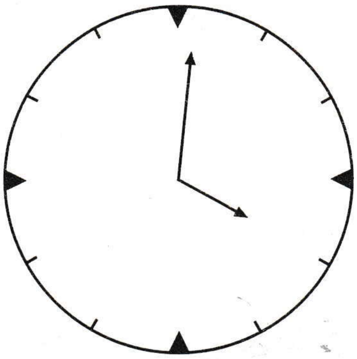

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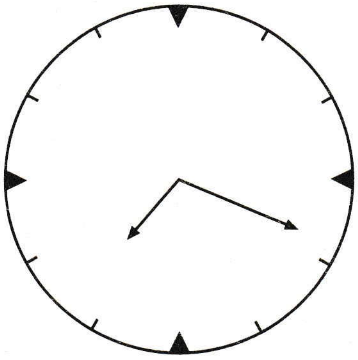

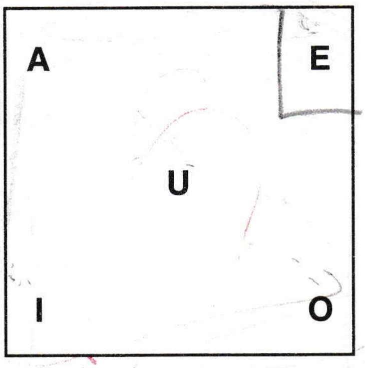

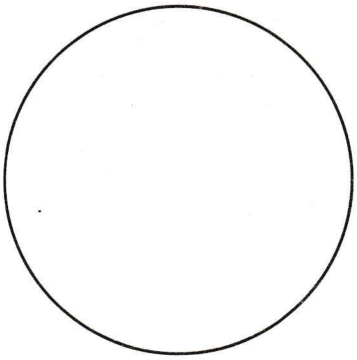

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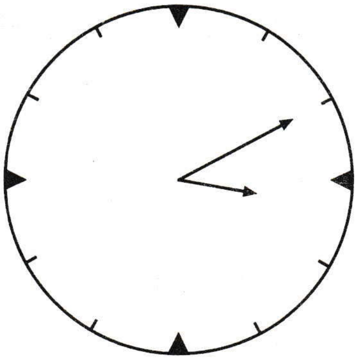

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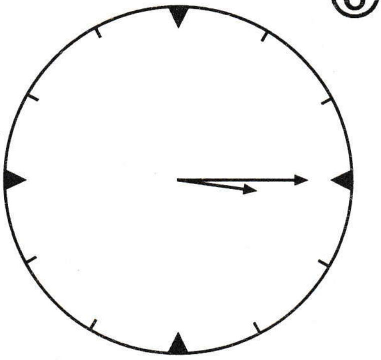

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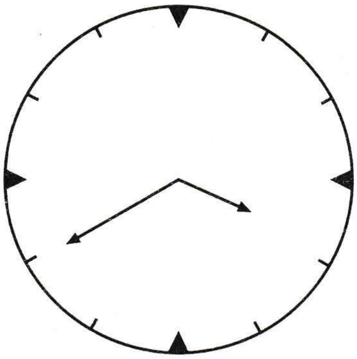

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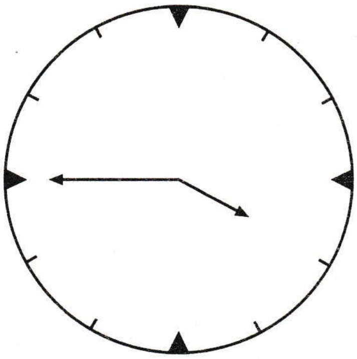
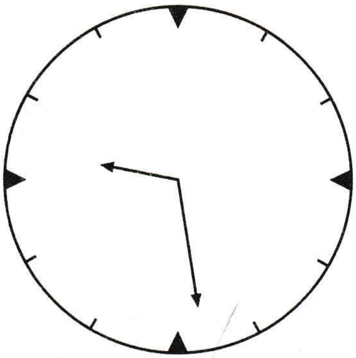
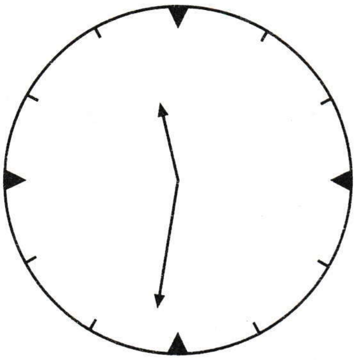


9.28



11.32



PLURAL : NUMBER : THINGS

⑦

MANY	MORE... THAN
FEW	FEWER... THAN

SINGULAR : QUANTITY : THINGS

MUCH	MORE... THAN
LITTLE	LESS... THAN

MANY MUCH	A LOT OF BOOKS, PENS,

WE CAN COUNT

THE MOST

THE FEWEST

BOOKS
PENS
PEOPLE

WE CANNOT COUNT

THE MOST

THE LEAST

WATER
SUGAR
MONEY

WATER, SUGAR, etc.

OPEN CONDITION

⑧

IF + PRESENT +

IF I GO TO LONDON, I

SUBJUNCTIVE

IF + PAST (SUBJUNCTIVE) +

IF I WENT TO LONDON,

= PROBABILITY

FUTURE

SHALL SEE THE THAMES

WILL

THIS SENTENCE MEANS I PROBABLY INTEND GOING TO LONDON AND IF I DO...

= SUPPOSITION

CONDITIONAL

I WOULD SEE THE THAMES

THIS SENTENCE MEANS I HAVE NO INTENTION OF GOING TO LONDON, BUT IF I WENT, I WOULD...